(*January to March, 1923.*
   May to July, 1923, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(*Address:* HOUSE OF EDUCATION, AMBLESIDE.)

Motto: " *I am, I can, I ought, I will.* "

(He shall) " pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES..

....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and The Rev. H. Costley-White (Murray, 3/6), Vol. IV., pp. 55-153. (*a*) S.P.C.K. *Bible Atlas** (1/3). (*b*) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 72-94. (*c*) *Helps to the Study of the Bible* (Oxford Press, 3/-). (*d*) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 59-124.

(*e*) *St. John's Gospel* (S.P.C.K. Commentary, 1/-), chapters 1-7. (*f*) (optional) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/-), pp. 29-43, with lessons on Easter.

For Sunday Reading (optional) :

(*a*) *The Land of the Incarnation*, by G. Hollis (Wells, Gardner, Darton, 5/-), pp. 7-88. *Joan of Arc*, by Mark Twain (Chatto & Windus, 6/-). *An English Church History for Children*, Vol. II., by M. Shipley (Methuen, 4/6), pp. 1-98. *Fight the Good Fight*, by W. E. Frost (S.P.C.K.), pp. 1-38.

† The 95th term of work set since the Parents' Union School began.

Sunday Occupations : A Century Book. Choose and inscribe texts and mottoes (in beautiful lettering, see " Bridges "). For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 6d., Words 4d.).

Writing.

Choose and transcribe passages (in beautiful writing, see Bridges') from *Richard II.*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U Office, 5d. a card) ; work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, *or*, from the prose and poetry set for reading ; a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, 176-183.)
Write an essay on some subject in " Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Narrative poems *that must scan* on events that have struck you. Doggerel must not be written. Write invitations and answer invitations. Write for the P.U.S. Magazine (2/6 a year, c/o Miss N. Pott, P.N.E.U. Office).

English Grammar.

Parse and analyse from a book of poetry and of prose read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 86-102 ; 116-122.

Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls,** by H. E. Marshall (Jack, 10/6), pp. 110-176. Shakespeare's *Richard II.** (Blackie, Plaintext, 6d.). Scott's *Quentin Durward** (Dent, 2/-). Froissart's *Crecy and Poitiers** (Blackie, 1/-). *Poems of To-day,** Series II. (Sidgwick & Jackson, 2/-) : know the poems of six poets.

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pages 187-244 (1272-1445). Scott's *Tales of a Grandfather** (University Press, 2/9), pp. 106-144 ; 158-193. Make a chart of the 13th Century (1300-1400), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events.

General History.

*The Story of Mankind,** by H. Van Loon (Harrap 12/6), pp. 1-53.
*The British Museum for Children,** by Frances Epps (P.N.E.U. Office, 3/6), chapter 1. Teacher study preface. Keep a Book of Centuries* (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied. *Stories from Indian History* (C.L.S.I.), Vol. I., 2/-, pp. 26-53.

Citizenship.

*Ourselves,** Book I. (Kegan Paul, 4/6), pp. 24-47. North's *Plutarch's Lives : Alexander** (first half), (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *The Golden Fleece,** by L. S. Wood (Oxford Press, 3/6), pp. 15-48.

Geography.

The Ambleside Geography Books, Book IV.* (4/-), pp. 98-141 and 277-284. Map questions to be answered from map and names put into blank map (from memory) before each lesson. *Fighting for Sea Power in the Days of Sail,** by H. W. Household (Macmillan, 2/-), pp. 1-29. Geikie's *Physical Geography** (Macmillan, 1/9), pp. 37-57. (Optional) *Heidi* (Dent, 2/-).
Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under P.U.S. Scouting (June, 1920), or " Guiding."
Children to make maps of new boundaries from memory. Teacher to use *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/6). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

*The Study of Plant Life,** by H. C. Stopes (Blackie, 6/-), pp. 35-71. *First Year of Scientific Knowledge,** by Paul Bert (Relfe, 5/-), pp. 144-160, 384-392.
Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3), with flower and bird lists, and make daily notes. For out-of-door work choose some special January to March study. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be read for seasonal studies. See also " Guiding " tests.

General Science.

*Tommy Smith's Birds,** by E. Selous (Methuen, 2/6), pp. 1-75. *Our Wonderful Universe,** by A. Giberne (S.P.C.K., 6/6), pp. 61-93.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 11-31 (or continue), (Bell, 2/3). Revise work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 118-119, 121-124, 126-131. Revise 69-131.
The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra.

A School Algebra, by H. G. S. Hall, Part I. (Macmillan, 3/6), pp. 1-4, 6, 7, 13-19, 23. (Wednesday, 9-50—10-20.)

German.

Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 16-18 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 21-25, *or, better, A New Italian Grammar*,* by E. Grillo (Blackie, 6/-), pp. 24-35; 188-195.

Latin.

Second Latin Course, by Scott Jones (Blackie, 3/6), pp. 104-133; each lesson to be followed by narration, *or,* Dr. Smith's *First Latin Course** (Murray, 4/-). pp. 40-45; 49-58, with exercises on pp. 63 and 64,

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Nouveaux Contes Français*, par Marc Ceppi (Bell, 2/-), pp. 33-66; parse two pages.
Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

Illustrations of scenes from Literature. Objects in the house: teachers may use for method (not for copying) *The Art of Drawing*, Album 5 (Philip & Tacy, 1/3). Study, describe (and draw from memory details of) six reproductions* of pictures by Raphael (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, January and February, 1923, and the articles on Drawing in the January and February *P.R.'s*. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (P.U.S. Magazine, January, 1923).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two Easter hymns. Psalms 150 and 172. Two poems (*Poems of To-day*), or, a scene from *Quentin Durward*, or, two ballads (*Historical Ballads*, Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 304-332.

Musical Appreciation.

See Programme of Music (Debussy), *Parents' Review*, January, 1923: *Our Work* (Questions will be set on this subject). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. (See Programme of Music.)

Three French songs, *French Song*, with Music (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing*, 50-52 (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 35-38 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Training* (H.M. Stationery Office, 1/6), four tables. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. *Needleweaving*, by Ann Macbeth (Simpson, 9d.). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 6/-). *Constructive and Decorative Stitchery*, by L. G. Darn and Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may

be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also tests under " Guiding." Make a garment for the " Save the Children Fund "; for particulars apply to 29 Golden Square, Regent Street, W. 1. Help the " Combined Hospitals Appeal " Fund (see January *P.R.*, 1923).

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (silver, 4/6, white metal, 9d.). School Hat Band (2/6), and Ribbon (2/3 a yard). Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted. For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription money for books, etc., should be sent to the London Office.

N.B. 8.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

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FORM III.

Pupils' Names ....

....

Bible Lessons.

I.   1. Describe the revelation to Elijah on Mount Horeb. What lessons may we learn ?

     2. (*a*), " Whence comest thou, Gehazi ? " (*b*), " Is it well with the child ? " Describe the occasions on which these words were used.

II.   1. Describe our Lord's first miracle.

     2. How did our Lord talk with the Woman of Samaria ? What did she learn ?

     3. Where did the Feeding of the Five Thousand take place ? Describe the whole scene. What lessons may we learn ?

Writing.   (Writing will be marked on the whole examination.)

Dictation.   (Spelling will be marked on the whole examination.)

Composition.   (This subject will also be considered in all the answers.)

     1. Write some verses, which must scan (not doggerel), on one of the following,—The first wild flower of the year, The Unicorn, Maître Pierre, Joan of Arc.

     2. Write an invitation for " a day in the snow," and accept an invitation to a concert,

or, 2. Write an essay on The Discovery of Hidden Treasure.

English Grammar.

     1. Analyse, parsing the words in italics,—

        " As I *was walking in* the rain
        I *met* a fairy *down a* lane.
        We walked *along* the road *together*,
        I *soon forgot about* the weather.
        He told *me* lots of lovely things :
        The story *that* the robin sings,
        And *where* the rabbits go to school."

     2. Give examples, in sentences, to show how (*a*), the Subject, (*b*), the Predicate of a sentence may be enlarged.

     3. Give examples of words with the following prefixes (3 of each),—be, gain, mis, all, in, over, under.

Literature.
1. How did the Canterbury Tales come to be written? What do you know of one of them?
2. Describe part of the vision of " Piers the Ploughman."
3. Describe (a), John of Gaunt at Ely House (*Richard II.*), quoting lines if you can, *or*, (b), how Quentin Durward saved the life of Louis XI.

English History.
1. Write, as far as you can in the style of Froissart, an account of the battle of Poitiers, *or*, of Caen.
2. "The reign of Henry IV. is an interesting and important one." Show in what ways.
3. Describe the character of Henry V. What were the chief events of his reign?
4. Describe the taking of Linlithgow Castle.

French History. (Take questions in Form II.A.)

General History.
1. What do you know of (a), the beginning of civilization in the valley of the Nile, (b), the Sumerians?
2. Give an account of the Lake-dwellers.
3. Write a short sketch of Gautama Buddha.

Citizenship.
1. Describe (a), the meeting of Alexander with Diogenes, (b), how Alexander crossed the river Granicus.
2. How did Alexander spend his days at a time of leisure?
3. "History and Literature are pleasant domains in the world of mind." Show that this is true by making a list of things you have enjoyed in this term's reading.
4. How did Edward I. and Edward II. help to increase English trade? What effect had the wool trade on beautiful buildings of England?

Geography.
1. Give a map of Switzerland, putting in the chief physical features. Describe the view from the St. Gothard, and, sunrise on the Rigi.
2. What are the boundaries of Italy? Mention any recent changes. Describe "the cities of Northern Italy."
3. What do you know of the movements of the air?
4. Describe a Ship-of-the-line.

Natural History and Botany.
1. Why is light so important to plants? Describe the growth of a seedling you have watched.
2. Describe, with examples and drawings, the work done by roots.
3. What do you know of the habits of the starling and of the nuthatch?

Astronomy.
1. Write an account of the planet Mars.

Picture Talk.
1. Describe Raphael's St. Cecilia.

Arithmetic.
1. If it cost £17,121,280 to make the Suez Canal and it is 110 miles long, how much did it cost (1) per mile, (2) per yard?
2. If a loaf weighs 4 lbs. and costs 5½d., find the price of 1 cwt. of bread; find how many loaves can be bought for £37 : 16 : 3.
3. A measure containing 1 l. 57 cl. is filled as often as possible from a cask containing 3 hl. 52 l. How often can it be filled and how much remains over?

Geometry.
1. Construct a triangle A B C, with A B = 5 cm, A C = 3·5 cm, and angle A B C = 30°. How many triangles satisfy these conditions?
2. State and prove the Theorem of Pythagoras.
3. Construct a quadrilateral A B C D with A B = 1·5 cm, B C = 2·5 cm, C D = 3 cm, D A = 3 cm, and angle A D C = 30°; convert it into a triangle of equal area.

Algebra.
1. How does Algebra differ from arithmetic? Define,—factor, coefficient, index, cube; give an example of each.
2. Express in pence,—£x ; $3y$/- ; £$a : b : c$; £$5x : 2y : 3z$.
3. If $a=5$, $b=2$, $c=1$, $x=6$, $y=3$, find the value of,—
    (1) $\dfrac{20\,cxy}{3\,abc}$ (2) $\dfrac{5}{18}\,abcxy$

German.
1. Describe, in German, the picture to Lesson 16.
2. Give the comparison of *hoch, gut, viel, lang, nah, kurz*.
3. Translate into German, page 182, III., 1-10.

Italian.
1. Translate into Italian Exercise 23, 1-10 (Perini), *or*, page 192, 2, 1-10 (Grillo).
2. Give the Past Participle and Past Definite of,—*andare, bisognare, dolere, piacere, ardere.* Make five sentences, using the present tense of each,
or, 2. Give examples to show in what (5) ways feminine nouns are formed.

Latin.
1. Decline,—*tempus longum, bina vetera castra, ficus magna.*
2. Translate, — *reget, respondet, vetet, ducant, erant, regunt, timebunt, vicerunt, posuissent.*
3. Translate " Scott & Jones," II., § 229, or "Dr. Smith," Exercise 28, B 1.

French.

1. Describe, in French, "Un Naufrage," or,
2. Use, in sentences, the First Person Singular Past Definite and Past Indefinite of,—*boire, conduire, valoir, pouvoir, venir, mettre, s' en aller.*
3. Write Exercise 24, II., 1-10.

Drawing.

1. A figure in three positions.
2, An illustration, with title, from " Quentin Durward."
3. Some catkins in a vase.

Music.

1. Write a few lines on any three of the compositions of Debussy you have enjoyed.

Recitations. *

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading. *

Father to choose a poem and a leading article from a newspaper.

Music. *

Examine in work done.

Singing. *

Father to choose an English, a French, and a German song, and three exercises.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of work completed to appear in *Parents' Report.*

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N.B. 1.—Examination to begin on Wednesday, March 21st, or April 4th. Papers to be posted on Wednesday, March 28, or April 11th, *with no other enclosures.*

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (*a*) there is no numbered list of the subjects sent for examination, (*b*) the papers for each child are not fastened together, or (*c*) the name of the *member* does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (*a*) the amount of written work expected in Form I., (*b*) the Regulations as to the number of papers to be sent in by Schools, *e.g.*, papers from I A *or* B, II A *or* B.